



BRAINTREE POLICE DEPARTMENT

Policy and Procedure

FIELD TRAINING AND EVALUATION PROGRAM

2018-23

Date of Issue: 05/14/2018

Review Date :

Revised:

Issuing Authority:

Chief Paul Shastany

Certification Standards:

Accreditation Standards: **33.4.3 a, b, c, d, e, f, g, h; 33.5.3 a**

Optional Accreditation Standards:

- I. **POLICY:** Following the successful completion of a Basic Police Training Academy, all Recruit Police Probationary Officers shall serve a one year probationary period, complete in-house training and participate in an approximately twelve (12) week Field Training and Evaluation Program. Reemployed/probationary officers hired from the Civil Service rehire list or lateral transfers who have completed required academy training will also participate in the Field Training and Evaluation Program. The Field Training for rehired or lateral transfer officers may be less than twelve weeks, but not less than four weeks of Field Training. **[33.4.3 a]**

The content of the program will consist of the following: Introduction to the Field Training and Evaluation Program; administrative procedures; in house instruction on Braintree Police Department Policies and Procedures, Rules and Regulations; familiarization with the accreditation process, active field training and performance evaluation including rotating all shift assignments while assigned to Field Training Officers. **[33.5.3 a]**

- II. **COMMAND STRUCTURE:** The Deputy Chief of Administration is responsible for the overall Field Training and Evaluation Program (FTEP). S/he will be assisted by the FTO Supervisor, the FTO Coordinator and Supervisors from the Patrol Division. **[33.4.3 c]**

Field Training Officers and Officers in Training (OIT) shall serve under the direct supervision of the Watch Commander of their assigned shift. OITs shall follow the directions of their FTO when performing field duties, except when operating under the direct supervision of a superior officer.

- III. **FIELD TRAINING OFFICER (FTO) SUPERVISOR:** The FTO Supervisor will

oversee the FTO Program, and act as a liaison to the police academy staff, keeping Watch Commanders, Patrol Supervisors and Field Training Officers (FTO) abreast of what skills and subjects have been taught at the Academy, what specific areas individual Officers in Training need additional training in and what roles the FTOs are to assume. **[33.4.3 d]**

The FTO Supervisor will be responsible for developing and maintaining an assignment schedule for each FTO and Officer in Training. The schedule will establish the rotation of patrol activities to be accomplished as well as the training objectives to be met during the FTEP.

- IV. FIELD TRAINING OFFICER (FTO) COORDINATOR:** The FTO Coordinator will be responsible for reviewing completed ***Daily Observation Reports*** and tracking the performance ratings on a ***FTO Supervisor Performance Tracking Worksheet***, and placing them in the Officer in Training's FTEP file. At the conclusion of a training program the FTO Coordinator shall complete a ***FTEP Supervisor Review & Final Recommendation*** form for each Officer in Training.

Watch Commanders and Patrol Supervisors will monitor the activities of all Field Training Officers and Officers in Training assigned to the FTEP. Their responsibilities include reviewing completed ***Daily Observation Reports*** and forwarding them to the FTO Coordinator. They will conduct supervisory spot checks in the field to evaluate the Officers in Training. Watch Commanders and Patrol Supervisors are responsible for notifying the FTO Coordinator and Deputy Chief of Administration in writing of any less than acceptable and/or exceptional performances by Officers in Training. **[33.4.3 c]**

- IV. FIELD TRAINING OFFICERS (FTO)** The position of Field Training Officer (FTO) consists of those patrol officers who meet the selection criteria noted below. Officers accepting the position will receive training and be certified as an FTO. Field Training Officers will be assigned performing that function on a part time or full time basis.

- The goal of the Field Training Officer is to improve the Officer in Training's training process as mentors/role models for the OIT, which expedites the OIT's application of knowledge, skills and abilities.
- The Field Training and Evaluation Program establishes career development opportunities within the Department for the FTO, who gain valuable one-on-one supervisory experience as well as knowledge in basic leadership, training skills and personnel performance assessment and coaching techniques.
- Field Training Officers are responsible for ensuring that all Officers in Training meet the field training objectives as scheduled. They will also monitor and evaluate the performance of all OITs assigned to them during the Field Training and Evaluation Program. The evaluation will be documented on a daily basis, by

the FTO, on the **Daily Observation Report** (DOR). Each day, the FTO will forward the completed DOR to the FTO Coordinator. [33.4.3 h]

- If an unsatisfactory rating is given in the area of Officer Safety the FTO shall also complete and submit an **FTEP Officer Safety Violation** form to the FTO Coordinator.
- At the end of each phase the Field Training Officer shall complete an **End of Phase Rotation Summary** form and submit to the FTO Coordinator.
- If an FTO feels that an extension of the current phase is needed he/she shall submit an **Extension Phase Request** form to the FTO Coordinator.

V. SELECTION AS FIELD TRAINING OFFICER (FTO) Police Officers from the Patrol Division who meet the selection criteria noted below and are interested in becoming a Field Training Officer (FTO) will submit a request, in writing, to the Training Supervisor. The Training Supervisor and Deputy Chief of Administration will review all requests, and then make a final selection of Field Training Officers. [33.4.3 b]

- Participation in the FTO Program and acceptance of an FTO position will be voluntary. The Department maintains the right to assign personnel to the position of FTO when necessary to fill posted or vacant positions.
- Field Training Officers must meet the following selection criteria.
 - **YEARS OF EXPERIENCE:** A minimum of two (2) years post academy experience as uniformed patrol officer is required.
 - **ATTENDANCE AND DISCIPLINARY RECORDS:** A review of the Police Officer's attendance and disciplinary records will be conducted. Officer's attendance must be in compliance with satisfactory standards determined by the Chief of Police.
 - **EDUCATIONAL EXPERIENCE:** Academic and professional education programs completed will be reviewed and considered.
 - **FTO COMPENSATIONS:** Field Training officers while actually performing the function of an FTO will be compensated at the rate of four (4) hours per week Compensatory Time.

VI. FIELD TRAINING AND EVALUATION PROGRAM TRAINING: The FTO Supervisor, FTO Coordinator and Field Training Officers will receive formal training, at an MPTC approved class, and in-service training on the FTEP. The training will include an overview of the FTEP and its goals and objectives. It will also provide instruction on the evaluation process, interpersonal communication techniques, preparation and use of the **Daily Observation Reports**, situational leadership and remedial training techniques. The FTO Supervisor will periodically plan and schedule training for Field Training Officers to keep them current with assigned responsibilities. [33.4.3 e]

VII. REMOVAL FROM FIELD TRAINING AND EVALUATION PROGRAM: Officers may be removed from the FTO program in accordance with the following procedures:

VOLUNTARY REMOVAL: FTOs may request to voluntarily remove themselves from the position with a thirty (30) day written notice to the Deputy Chief of Administration. This will be taken under consideration on an individual basis and the circumstances at the time. If the Department does honor the request, during that thirty (30) day period, the Department may initiate the selection process to fill the position. If there are insufficient volunteers to fill the open position, the Department may continue to assign the officer as an FTO.

INVOLUNTARY REMOVAL: FTOs cannot be removed from the position except for just cause and only in accordance with the following procedure:

- The Deputy Chief of Administration or the FTO Supervisor will conduct a performance evaluation of all FTOs at the completion of each Field Training program and/or at any time during an FTEP when deficiencies have been observed. The Deputy Chief of Administration will provide the FTO with written documentation noting any identified faults or deficiencies.
- The Deputy Chief of Administration will outline a program that the FTO may follow to correct the deficiencies. A review of that program will be conducted at the end of a 10 day period. In the event that the identified deficiencies have not been corrected and/or the program has not been followed, the FTO may be unassigned from FTO duties.
- An FTO may be removed from FTO duties at any time as part of any Department disciplinary action.

FIELD TRAINING AND EVALUATION PROGRAM PHASES: The Field Training and Evaluation Program will be divided into five (5) phases listed below:

- **Admin Phase:** A period of administrative processing and Department orientation, training and proficiency testing/evaluation. During this one (1) week period, Officers in Training shall receive training on the Department's rules and regulations, policies and procedures and the accreditation process. Time may also be spent with Detectives and other Administrative units.
- **Phase 1:** A minimum of three (3) weeks of training/coaching/evaluation by an FTO on a patrol shift.
- **Phase 2:** A minimum of three (3) weeks of training/coaching/evaluation by an FTO on a different patrol shift.

- **Phase 3:** A minimum of three (3) weeks of training/coaching/evaluation by an FTO on a different patrol shift.
- **Phase 4:** A minimum of two (2) weeks with an FTO, during which time the Officer in Training assumes the primary contact officer responsibilities.

NOTE: To ensure that the Officers in Training act as the primary contact officer during Phase 4 their FTO may, at his/her discretion, wear civilian clothing. The FTO will still carry all necessary duty gear and wear a ballistic vest.

Alternate scheduling and early release options are available for lateral transfer officers, based on the level of the officer's experience and his/her proficiency in formal training tasks. The FTO Coordinator/Supervisor, subject to approval by the Deputy Chief of Administration, shall make such decisions.

Upon completion of the FTEP all Officers in Training shall complete a **FTEP FTO Critique** form for the Primary, 1st Alternate and 2nd Alternate FTO's.

- VIII. DAILY OBSERVATION REPORT:** The **Daily Observation Report** (DOR) is designed to record the daily performance of each Officer in Training in multiple areas. These reports are guidelines used for evaluation of OITs by Field Training Officers and are subject to change from time to time as the Department's needs require. **[33.4.3 g]**

FTO *shall* complete a DOR on their Officer in Training *daily*. They will measure the OIT's performance against the standards listed in the **FTO Manual and Standard Evaluation Guidelines**, and will then assign an appropriate rating on the DOR.

The FTO will review the completed DOR with the OIT; the report will be signed by the OIT, and forwarded to the FTO Coordinator for review. **[33.4.3 h]**

- IX. APPEAL OF DAILY OBSERVATION REPORT:** An Officer in Training may appeal any ratings on his/her **Daily Observation Report** by requesting a review with the FTO Supervisor. The FTO Supervisor will meet with the OIT, discuss and review all disputed ratings and allow the OIT to record his/her comments, in writing, on the DOR.

- **OFFICER IN TRAINING'S DAILY OBSERVATION FILE:** The Officer in Training's Daily Observation File will contain all of his/her daily evaluations. The FTO Coordinator will place them in their file after review. The FTO Coordinator will monitor OIT's performance and document any areas of deficiency or exceptional performance.

X. EMPLOYMENT TERMINATION PROCESS: Probationary Police Officers are subject to discharge without the right to a hearing or appeal, under the provisions of M.G.L c. 31 § 34.

- A Field Training Officer or an appropriate supervisor may submit a recommendation for termination at any time during the probationary period if he/she believes a Probationary Police Officer's performance is not at an acceptable level. In such case, the following steps are followed;

STEP	ACTION
1.	A report with a recommendation for termination is submitted to the Training Supervisor.
2.	The Training Supervisor prepares a detailed report of employment status and his/her recommendation, and then submits it with the original report to the Deputy Chief of Administration.
3.	The Deputy Chief of Administration reviews the reports and submits these, along with a recommendation, to the Chief of Police.
4.	The Chief of Police reviews all reports regarding the Probationary Police Officer's employment status.
5.	If the Chief of Police accepts the recommendation for termination, the Probationary Police Officer is administratively relieved of duty.
6.	The Chief of Police, along with the Mayor, as the Appointing Authority completes the termination process.
7.	Per M.G.L. c. 31 § 34, "if the conduct or capacity of a sworn officer serving a probationary period or the character or quality of the work performed by him/her is not satisfactory to the appointing authority, the appointing authority may, at any time after such officer has served thirty days and prior to the end of such probationary period, give the officer a written notice to that effect, stating in detail the particulars wherein his/her conduct or capacity or the character or quality of his/her work is not satisfactory, whereupon the officer's service shall terminate."
8.	All notices shall be included in the employee's personnel file.

Braintree Police Department

Daily Observation Report

Clear Form

Save/Print

REPORT DATE _____ PHASE _____ SHIFT/ASSIGNMENT _____

DOR# _____

Trainee Name (First MI Last)	Badge/ID	FTO Name (First MI Last)	Badge/ID
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INSTRUCTIONS: See [Appendix 1, Standardized Evaluation Guidelines \(SEGs\)](#) for how to rate observable behaviors. A rating of 4 is the *minimum* acceptable score within each category to meet the standard for solo patrol officer. Ratings of 1 or 7 **require** a Documented Situation (DS); check **DS** and describe the related event in the accompanying Narrative Evaluation. Check **N/O** if behavior is Not Observed or **NRT** if trainee is Not Responding to Training. Enter Remedial Training Minutes (**R/T MIN**) as minutes only (e.g., 1 hr, 30 min = 90 min). A completed and signed Narrative Evaluation **must** be attached.

Narrative Evaluation: [Pg 1](#) [Pg 2](#) [Continuation Pg](#)

RATING BY CATEGORY

|----- Scale Based on FTP Standards -----|

ATTITUDE	DS	UNACCEPTABLE			ACCEPTABLE			SUPERIOR		N/O	NRT	R/T MIN
1 Acceptance of Feedback/FTO/FTP	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
2 Attitude toward Police Work	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
3 Integrity/Ethics	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
4 Leadership	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
APPEARANCE/PHYSICAL CONDITION												
5 General Appearance	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
RELATIONSHIPS												
6 With Citizens/Community	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
7 With Other Department Members	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
8 Community Organizing and Problem-solving	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
PERFORMANCE												
9 Driving Skill: Normal Conditions	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
10 Driving Skill: Moderate/High Stress Conditions	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
11 Use of Map Book/GPS: Orientation/Response Time	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
12 Routine Forms: Accuracy/Completeness	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
13 Report Writing: Organization/Details/Use of Time	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
14 Report Writing: Grammar/Spelling/Neatness	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
15 Field Performance: Non-Stress Conditions	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
16 Field Performance: Stress Conditions	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
17 Investigative Skills	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
18 Interview/Interrogation Skills	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
19 Self-initiated Field Activity	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
20 Officer Safety: General	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
21 Officer Safety: Suspicious Persons/Suspects/Prisoners	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
22 Control of Conflict: Voice Command	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
23 Control of Conflict: Physical Skill	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
24 Problem-solving Techniques/Decision-making	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
25 Communications: Use of Codes/Procedures	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
26 Radio: Listens and Comprehends	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
27 Radio: Articulation of Transmissions	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
28 Mobile Computer Terminal	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
KNOWLEDGE												
29 Department Policies and Procedures:												
A Reflected by Verbal/Written/Simulated Testing	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
B Reflected in Field Performance	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
30 Criminal Statutes:												
A Reflected by Verbal/Written/Simulated Testing	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
B Reflected in Field Performance	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
31 Criminal Procedure:												
A Reflected by Verbal/Written/Simulated Testing	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
B Reflected in Field Performance	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
AGENCY-SPECIFIC (If used, provide SEGs in FTP Guide)												
32 Elementary School Visit	<input type="radio"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="radio"/>	<input type="radio"/>		
		<input type="checkbox"/> 7	<input type="checkbox"/>									

Trainee Signature



TOTAL RT MINUTES TODAY:

(Identify specific remedial plan in [Narrative Evaluation](#) if applicable.)

0:00

Braintree Police Department

Daily Observation Report

REPORT DATE _____ PHASE _____ SHIFT/ASSIGNMENT _____

DOR# _____

Trainee Name <i>(Last, First)</i>	Badge/ID	FTO Name <i>(Last, First)</i>	Badge/ID
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INSTRUCTIONS: **Parts A & B** – 1) Based on the completed DOR, determine the trainee’s MOST and LEAST satisfactory performance. Enter the applicable category numbers (1–32) to reference your comments. 2) Describe how the events support the ratings. 3) Check the appropriate **RT** box and enter the RT date if applicable. **Parts C & D** – If **DS** is checked in the DOR, provide an explanation to document the situation. **Continuation Page(s)** – Use as needed for additional comments; initial each page. *A completed and signed Narrative Evaluation **must** be attached to the DOR.*

[DOR_](#) | [Narrative Evaluation: Pg 1](#) [Pg 2](#) [Continuation Pg](#)

EVALUATION CONSIDERATIONS:

- Set the stage or scene
- Use lists when appropriate
- Think remedial
- Include verbatim quotes
- Report facts/avoid conclusions/don’t predict
- Quantify when appropriate
- Critique the performance — not the person
- Check spelling, grammar, organization, etc.
- Remember your audience

PART A. MOST SATISFACTORY PERFORMANCE

Category Number(s)

The **MOST** satisfactory performance area of the day was in the following category(ies):

--	--	--	--	--	--	--	--	--	--	--

Describe:

REMEDIAL TRAINING: N/A Completed Recommended – Date:

PART B. LEAST SATISFACTORY PERFORMANCE

Category Number(s)

The **LEAST** satisfactory performance area of the day was in the following category(ies):

--	--	--	--	--	--	--	--	--	--	--

Describe:

REMEDIAL TRAINING: N/A Completed Recommended – Date:

Print Trainee Name	Trainee Signature ▶	Date
Print FTO Name	FTO Signature ▶	Date
Print FTO Supervisor Name	Supervisor Signature ▶	Date

Continuation Pages Attached

Braintree Police Department

Daily Observation Report

REPORT DATE _____ PHASE _____ SHIFT/ASSIGNMENT _____

DOR# _____

Trainee Name (Last, First)	Badge/ID	FTO Name (Last, First)	Badge/ID
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NOTE: Any DOR rating of **1** or **7** must be documented. 1) Identify the event and enter the applicable category number(s) to reference your comments. 2) Explain how the rating was determined. 3) Check the appropriate **RT** box and enter the RT date if applicable. Use the Continuation Page(s) for additional comments as needed. Attach the completed and signed Narrative Evaluation to the DOR.

[DOR](#) | [Narrative Evaluation: Pg 1 Pg 2 Continuation Pg](#)

PART C. DOCUMENTED SITUATIONS (DS)

1. Event

Describe:

REMEDIAL TRAINING: N/A Completed Recommended – Date:

2. Event

Describe:

REMEDIAL TRAINING: N/A Completed Recommended – Date:

3. Event

Describe:

REMEDIAL TRAINING: N/A Completed Recommended – Date:

PART D. REQUIRED SIGNATURES

Print Trainee Name	Trainee Signature ▶	Date
Print FTO Name	FTO Signature ▶	Date
Print FTO Supervisor Name	Supervisor Signature ▶	Date

Continuation Pages Attached

FTO SUPERVISOR PERFORMANCE TRACKING WORKSHEET

TRAINEE _____ FTO _____

PHASE _____ SHIFT _____ AREA WORKED _____

D.O.R. NUMBERS																				
EVALUATION CATEGORIES																				
1	ACCEPTANCE OF FEEDBACK: FTO/FTEP																			
2	ATTITUDE TOWARD POLICE WORK																			
3	INTEGRITY/ETHICS																			
4	LEADERSHIP																			
5	GENERAL APPEARANCE																			
6	RELATIONSHIPS WITH COMMUNITY/CITIZENS																			
7	RELATIONSHIPS WITH OTHER DEPARTMENT MEMBERS																			
8	COMMUNITY ORGANIZING AND PROBLEM SOLVING																			
9	DRIVING SKILL: Normal Conditions																			
10	DRIVING SKILL: Moderate/High Stress Conditions																			
11	REPORT WRITING: Organization & Details																			
12	REPORT WRITING: Grammar / Spelling / Neatness																			
13	REPORT WRITING: Organization/Details/Use of Time																			
14	REPORT WRITING: Grammar / Spelling / Neatness																			
15	FIELD PERFORMANCE: Non-Stress Conditions																			
16	FIELD PERFORMANCE: Stress Conditions																			
17	INVESTIGATIVE SKILLS																			
18	INTERVIEW/INTEROGATION SKILLS																			
19	SELF-INITIATED FIELD ACTIVITY																			
20	OFFICER SAFETY: General																			
21	OFFICER SAFETY: Suspicious Persons/Suspects/Prisoners																			
22	CONTROL OF CONFLICT: Voice Command																			
23	CONTROL OF CONFLICT: Physical Skill																			
24	PROBLEM SOLVING / DECISION MAKING																			
25	COMMUNICATIONS: Use of Codes/Procedures																			
26	RADIO: Listens & Comprehends Transmissions																			
27	RADIO: Articulation of Transmissions																			
28	Mobile Computer Terminal																			
29A	DEPARTMENT POLICY AND PROCEDURES: Testing																			
29B	DEPARTMENT POLICY AND PROCEDURES: Performance																			
30A	KNOWLEDGE OF CRIMINAL STATUTES: Testing																			
30B	KNOWLEDGE OF CRIMINAL STATUTES: Field																			
31A	KNOWLEDGE OF CRIMINAL PROCEDURE: Testing																			
31B	KNOWLEDGE OF <i>CRIMINAL PROCEDURE</i> : Field																			
32	ELEMENTARY SCHOOL VISIT																			

FIELD TRAINING & EVALUATION PROGRAM

FTEP SUPERVISOR REVIEW & FINAL RECOMMENDATION

THE FTEP SUPERVISOR WILL REVIEW THE FTO FILE OF THE RECRUIT OFFICERS WHO ARE FINISHING PHASE 3. THE FTEP SUPERVISOR IS RESPONSIBLE FOR A PROPERLY COMPLETED TRAINEE FILE. IT IS THE RESPONSIBILITY OF THE FTEP SUPERVISOR TO RECOMMEND RETENTION, EXTENSION OR TERMINATION. WHEN ALL OF THE ITEMS ON THIS LIST ARE COMPLETE, THE FTEP SUPERVISOR WILL SIGN THIS FORM AND SUBMIT IT TO THE FTO PROGRAM COMMANDER.

NAME OF RECRUIT OFFICER _____

- The Trainee file is arranged in sequence by D.O.R. number/date
- All material is properly dated and/or numbered
- Training Checklist properly completed
- Training Checklist turned in
- All forms properly signed by the Trainee and the FTO
- The FTO Administrator has been notified of inappropriate comments or material in the documentation
- Overall documentation supports the Supervisor's final recommendation
- FTEP Supervisor's final recommendation (mark choice):
 - RETAIN AND MOVE TO FINAL PHASE
 - EXTEND
 - TERMINATE

FTEP SUPERVISOR'S SIGNATURE & DATE



Braintree Police Department

Training and Recruitment
282 Union Street • Braintree, Massachusetts 02184
Main 781-794-8600 • Fax 781-794-8671



Paul Shastany
Chief of Police

FTEP Officer Safety Violation

Michael Want
Lieutenant
Training Supervisor

FTO: _____ Officer In Training: _____ Date: _____

1. FAILS TO CHECK THE BACK SEAT OF THE POLICE VEHICLE AT THE BEGINNING OF THE SHIFT OR ANY TIME ANYONE HAS BEEN PLACED IN THE BACK SEAT FOR ANY REASON.
2. ALLOWS SOMEONE TO STAND AT THE WINDOW WHEN SEATED IN THE POLICE VEHICLE.
3. DOES NOT MAINTAIN SAFE DISTANCE WHEN INTERVIEWING PERSONS.
4. STANDS IN A LANE OF TRAFFIC WHEN INTERVIEWING TRAFFIC VIOLATORS.
5. DOES NOT SEARCH OR PAT DOWN EVERYONE UNDER SUSPICIOUS CIRCUMSTANCES.
6. STANDS WITH HANDS IN POCKETS.
7. WHEN INTERVIEWING PERSONS ALLOWS THEM TO STAND WITH THEIR HANDS IN THEIR POCKETS.
8. PLACES ANY OBJECT (SUCH AS ARTICLES REMOVED FROM SUSPECTS POCKETS, YOUR FLASHLIGHT, BATON, ETC.) WITHIN EASY REACH OF PERSONS BEING SEARCHED OR INTERVIEWED.
9. DRIVES UNSAFELY IN STRESS AND NON-STRESS SITUATIONS.
10. FAILS TO FOLLOW AGENCY ACCEPTED OFFICER SAFETY PROCEDURES.
11. EXPOSES WEAPON TO SUSPECT.
12. FAILS TO KEEP GUN HAND FREE IN ENFORCEMENT SITUATIONS.
13. STANDS IN FRONT OF VIOLATOR'S CAR DOOR.
14. FAILS TO CONTROL SUSPECT MOVEMENTS.
15. DOES NOT KEEP SUSPECT/VIOLATOR IN SIGHT.
16. FAILS TO USE OR CARRY FLASHLIGHT WHEN NECESSARY OR USES IT IMPROPERLY.
17. FAILS TO ADVISE DISPATCHER WHEN EXITING VEHICLE OR INVOLVED IN POLICE ACTIVITY.
18. FAILS TO UTILIZE OR MAINTAIN PERSONAL SAFETY EQUIPMENT.
19. DOES NOT ANTICIPATE POTENTIALLY DANGEROUS SITUATIONS OR FAILS TO CALL FOR BACKUP.
20. STANDS TOO CLOSE TO PASSING VEHICLE TRAFFIC.
21. CARELESS WITH FIREARM OR OTHER WEAPONS.
22. STANDS IN FRONT OF DOORS WHEN KNOCKING.
23. FAILS TO HAVE WEAPON READY WHEN APPROPRIATE.
24. FAILS TO COVER OTHER OFFICERS.
25. STANDS BETWEEN POLICE VEHICLE AND VIOLATOR'S VEHICLE ON CAR STOPS.
26. PARKS IN AN UNSAFE LOCATION.
27. OTHER VIOLATION:

FTO Signature

OIT Signature



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Paul Shastany
Chief of Police

End of Phase Rotation Summary

Michael Want
Lieutenant
Training Supervisor

COMPLETE THIS FORM ON YOUR ASSIGNED TRAINEE PRIOR TO THE END-OF-PHASE MEETING.
THIS FORM WILL BE PLACED IN THE TRAINEE'S FTO PROGRAM FILE.
A COPY OF THIS FORM WILL BE FORWARDED TO THE NEXT PHASE FTO AND SHIFT SUPERVISOR.

FTO NAME

TRAINEE NAME

STRENGTHS AT THE END OF THIS PHASE

1.	
2.	
3.	
4.	
5.	

WEAKNESSES AT THE END OF THIS PHASE

1.	
2.	
3.	
4.	
5.	

SUGGESTED TRAINING FOR THE NEXT PHASE

1.	
2.	
3.	
4.	



Braintree Police Department

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Paul Shastany
Chief of Police

FTEP FTO Critique

Michael Want
Lieutenant
Training Supervisor

In an effort to ensure that the Field Training Officer maintains a high level of skill, performance and interest, this critique form is presented to the trainee recruit officer for completion. It is to the FTOs benefit that they know the impression they are making upon those they are training. It is the belief of this department that FTOs who are truly interested in doing their best will welcome this type of objective feedback. With this in mind, the recruit officer is requested to honestly appraise their FTO in the areas listed below. FTOs will not receive these critique forms until after the completion of the field training cycle. Please complete Parts I and II.

PART I- INSTRUCTIONS: PLACE YOUR FTO'S NAME IN THE BLANK SPACE BELOW. SELECT THE TIME PERIOD FOR WHICH YOU ARE EVALUATING THE OFFICER.

Your Field Training Officer: _____ Weeks _____ through _____

1. The Field Training and Evaluation Program is primarily concerned with Training and Evaluation. Assign percentages (to total 100%) to the amount of effort your FTO exerts in each area. (Example: Training 50%, Evaluation 50%)

Training: _____ Evaluation: _____

2. Indicate how you perceive your FTO relates to you.

_____ I am one of a number of police recruits

_____ I am an individual

PART II- INSTRUCTIONS: CIRCLE ONE OF THE RESPONSES THAT ARE BENEATH EACH OF THE SEVEN STATEMENTS BELOW. A CIRCLING OF POOR OR FAIR *MUST* BE EXPLAINED IN THE SPACE FOLLOWING. THE AVERAGE, GOOD, OR EXCELLENT RATINGS DO NOT HAVE TO BE EXPLAINED. PLEASE DO NOT GIVE ONE OF THE LATTER RATINGS JUST TO AVOID WRITING AN EXPLANATION.

About your training officer, how would you rate:

3. Their ability as a police officer?

Poor Fair Average Good Excellent

Explanation:

4. The example the FTO sets for YOU?

Poor Fair Average Good Excellent

Explanation:

5. The FTO's interest in imparting training material and information to you?
 Poor Fair Average Good Excellent
Explanation:
6. The FTO's knowledge of the training material covered?
 Poor Fair Average Good Excellent
Explanation:
7. The FTO's skill as an instructor/teacher/trainer?
 Poor Fair Average Good Excellent
Explanation:
8. The FTO's ability to communicate with you?
 Poor Fair Average Good Excellent
Explanation:
9. The FTO's application of honesty, fairness and objectivity in rating you.
 Poor Fair Average Good Excellent
Explanation:
10. List the area(s) in which you think your FTO puts forth BEST effort.
11. List the area(s) in which you think your FTO puts forth WORST effort.
12. Comment, if you wish, on the performance & abilities of your supervisors.

Braintree Police Department

Standardized Evaluation Guidelines (SEGs)

Performance Categories

ATTITUDE

1. Acceptance of Feedback/FTO/FTP

Evaluates the way the trainee accepts criticism, how the trainee interacts with the FTO, and how the trainee accepts the training program, including how the FTO's feedback is received and used to further learning and improve performance.

- 1 **Unacceptable** – Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.
- 4 **Acceptable** – Accepts criticism in a positive manner and applies it to improve performance and further learning.
- 7 **Superior** – Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.

2. Attitude toward Police Work

Evaluates the trainee in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.

- 1 **Unacceptable** – Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.
- 4 **Acceptable** – Demonstrates an active interest in new position and responsibilities.
- 7 **Superior** – Strives to further professional knowledge by actively soliciting assistance from others to improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibility. Exhibits a desire to complete Field Training and become a productive member of the organization.

3. Integrity/Ethics

Evaluates the manner in which the trainee understands, accepts, and employs his/her own integrity and ethics.

- 1 **Unacceptable** – Accepts *and* employs a standard of mediocrity. Has little or no sense of accountability and/or responsibility to the department or community.
- 4 **Acceptable** – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through planning, evaluation, and decision-making.
- 7 **Superior** – Consistently demonstrates high degree of internal strength, courage, and character. Models responsibility of service and enhances public trust.

4. Leadership

Evaluates the trainee's ability to exercise influence among people using ethical values/goals for intended Change.

- 1 **Unacceptable** – Does not use command presence appropriately. Does not prevent/reduce conflict. Fails to show empathy.
- 4 **Acceptable** – Understands the difference between influence and authority. Provides expected level of competency to the community through effective collaboration, communication/ mediation, and compassion.
- 7 **Superior** – Will not rationalize to compromise integrity. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and genuine concern.

APPEARANCE

5. General Appearance

Evaluates physical appearance, dress, demeanor, and equipment.

- 1 **Unacceptable** – Fails to present a professional image. Uniform fits poorly or improperly worn or wrinkled. Hair not groomed and/or in violation of Department regulation. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative.
- 4 **Acceptable** – Uniform is neat/clean. Uniform fits and is properly worn. Weapon, leather, and equipment are clean and operative. Hair within regulations. Shoes and brass are shined.
- 7 **Superior** – Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

RELATIONSHIPS

6. Relationship with Citizens/Community

Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.

- 1 **Unacceptable** – Abrupt, belligerent, demeaning, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills. Communications are confusing to the public.
- 4 **Acceptable** – Courteous, friendly, and empathetic to citizen's perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests. Is service-oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills. Communicates well when interacting with the public.
- 7 **Superior** – Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills. Routinely exhibits strong communication skills when interacting with the public.

7. Relationship with Other Department Members

Evaluates the trainee's ability to effectively interact with Department members of all ranks, capacities, and positions.

- 1 **Unacceptable** – Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction. Considers himself/herself superior. Belittles others. Is not a "team player." Relies on others to carry his/her share of the work.
- 4 **Acceptable** – Adheres to the Chain of Command. Good FTO, superior, and peer relationships. Demonstrates a teamwork attitude.
- 7 **Superior** – Is at ease in contact with all members of the organization while displaying professionalism. Understands supervisors' responsibilities and their positions. Actively assists others.

8. Community Organizing and Problem-solving

Evaluates the manner in which the trainee assists members of the community in handling neighborhood issues.

- 1 **Unacceptable** – Makes little attempt to establish or attend crime-watch meetings. Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in problem-solving process.
- 4 **Acceptable** – Assists members of the community in establishing crime-watch programs. Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.
- 7 **Superior** – Actively seeks out public involvement in crime-watch programs. Makes time to attend crime-watch programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

PERFORMANCE

9. Driving Skill: Normal Conditions

Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.

- 1 Unacceptable – Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.
- 4 Acceptable – Obeys traffic laws. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.
- 7 Superior – Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking mobile computer terminals (MCTs), etc. Consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

10. Driving Skill: Moderate/High Stress Conditions

Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skill.

- 1 *Unacceptable* – Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situation. Loses control of the vehicle.
- 4 Acceptable – Maintains control of the vehicle and evaluates driving conditions/situation properly. Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.
- 7 Superior – Displays high degree of reflex ability and driving competency. Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present. Consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

11. Use of Map Book/GPS: Orientation/Response Time

Evaluates the trainee's awareness of surroundings, ability to find locations, and ability to arrive at destination within an acceptable amount of time.

- 1 Unacceptable – Unaware of location on patrol. Does not properly use map book or GPS. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.
- 4 Acceptable – Is aware of location while on patrol. Properly uses map book or GPS. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.
- 7 Superior – Remembers locations from previous visits and seldom needs map book or GPS. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.

12. Routine Forms: Accuracy/Completeness

Evaluates the trainee's ability to properly utilize departmental forms.

- 1 Unacceptable – Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate, improperly used or missing information that would cause a dismissal at court
- 4 Acceptable – Knows of the commonly used forms, consistently makes accurate form selection, and understands their use. Completes them with reasonable accuracy and thoroughness.
- 7 Superior – Consistently completes detailed forms rapidly and accurately with little or no assistance.

13. Report Writing: Organization/Details/Use of Time

Evaluates the trainee's ability to organize reports, supply the necessary details for a good report, obtain all necessary information from reporting person and/or witnesses, and to complete a report in an appropriate amount of time.

- 1 Unacceptable – Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. Report is inaccurate and/or incorrect. Routinely requires an excessive amount of time to complete a report.
- 4 Acceptable – Elicits most information and records same. Completes reports, organizing information in a logical manner. Reports contain the required information and details. Completes reports within a reasonable amount of time.
- 7 Superior – Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred. Completes complex reports efficiently and in a timely manner with little or no assistance.

14. Report Writing: Grammar/Spelling/Neatness

Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.

- 1 Unacceptable – Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Reports are confusing and not easily understood by the reader
- 4 Acceptable – Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are few. Errors, if present, do not distract from understanding the report. Report is neat and clean in appearance.
- 7 Superior – Reports are very neat and legible. Contain no spelling or grammatical errors. Reports are thorough, complete, and easily understood by the reader/evaluator.

15. Field Performance: Non-stress Conditions

Evaluates the trainee's ability to perform routine, non-stress police activities.

- 1 Unacceptable – Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action, avoids taking action, or employs inappropriate action for a given situation.
- 4 Acceptable – Properly assesses aspects of routine situations; determines appropriate action, and takes same.
- 7 Superior – Properly assesses aspects of both routine and complex situations. Quickly determines and employs appropriate course of action.

16. Field Performance: Stress Conditions

Evaluates the trainee's ability to perform in moderate to high stress conditions.

- 1 Unacceptable – Becomes emotional, panic stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts, or acts in unsafe or ineffective manner.
- 4 Acceptable – Maintains calm and self-control in most situations. Determines proper course of action and takes it. Controls a situation and does not allow it to further deteriorate. Keeps safety in mind.
- 7 Superior – Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines and employs best course of action. Handles situations safely, efficiently, and effectively.

17. Investigative Skills

Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.

- 1 Unacceptable – Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow up obvious investigative leads.
- 4 Acceptable – Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects useable fingerprints from crime scenes, with little assistance, when conditions allow. Knows when to consult a supervisor, investigator, or crime scene technician when processing is needed at involved or unusual crime scenes.
- 7 Superior – Consistently follows proper investigatory procedure and is routinely accurate in identifying the nature of the offense committed. Connects evidence with suspect even when not readily apparent. Collects useable fingerprints from crime scenes, with little to no assistance, when conditions allow. Actively seeks to improve evidence collection and processing skills.

18. Interview/Interrogation Skills

Evaluates the trainee's ability to use proper questioning techniques, to vary techniques to fit persons being interviewed/interrogated, and to follow proper and lawful procedure.

- 1 Unacceptable – Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to recognize when to give the Miranda admonishment. Fails to obtain enough information to determine what is occurring. Fails to identify citizens contacted during the course of the investigation.
- 4 Acceptable – Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly conducts a Miranda admonishment.
- 7 Superior – Consistently uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects. Fully understands the legalities associated with the Miranda admonishment, and administers the admonishment appropriately.

19. Self-initiated Field Activity

Evaluates the trainee's desire and ability to observe and act upon suspicious activity and to address situations where citizens may require law enforcement assistance.

- 1 Unacceptable – Fails to observe and/or avoids suspicious activity. Does not investigate same. Rationalizes suspicious circumstances. Avoids or does not recognize situations where citizens may require law enforcement assistance.
- 4 Acceptable – Recognizes and acts upon situations requiring law enforcement contact or attention. Develops cases from observed activity. Displays inquisitiveness.
- 7 Superior – Routinely acts on situations requiring law enforcement contact. Maintains "Watch Bulletins" and information provided at roll call for later use in the field. Appropriately uses the information as reasonable suspicion to detain, or to develop probable cause to arrest. Makes quality contacts and/or arrests from observed activity. "Sees" beyond the obvious. Maintains vigilance for suspicious activity and/or situations where citizens may require law enforcement assistance.

20. Officer Safety: General

Evaluates the trainee's ability to perform police tasks without injuring self or others, and without exposing self or others to unreasonable danger or risk.

- 1 Unacceptable – Fails to follow acceptable safety procedures. Fails to exercise officer safety, including but not limited to:
- a) Exposes weapons to suspect (handgun, baton, chemical agents, etc.).
 - b) Fails to keep weapon hand free in enforcement situations.
 - c) Stands in front of/next to violator's vehicle door.
 - d) Fails to control suspect's movements.
 - e) Fails to use illumination when necessary or uses it improperly.
 - f) Does not keep violator/suspect in sight.
 - g) Fails to advise Communications when leaving vehicle.
 - h) Fails to maintain good physical condition.
 - i) Fails to properly maintain personal safety equipment.
 - j) Does not anticipate potentially dangerous situations.
 - k) Stands too close to passing vehicular traffic.
 - l) Is careless with gun and/or other weapons.
 - m) Fails to position vehicle properly during traffic stops.
 - n) Stands in front of door when making contact with occupants.
 - o) Makes poor choice of which weapon to use and when to use it.
 - p) Cannot articulate why a particular weapon was employed.
 - q) Fails to cover other officers or maintain awareness of their activities.
 - r) Stands between police and violator's vehicle on a vehicle stop.
 - s) Fails to search police vehicle prior to duty and after transporting other than police personnel.
- 4 Acceptable – Follows acceptable safety procedures. Understands and applies them.
- 7 Superior – Consistently works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as an "officer safety" model for others.

21. Officer Safety: Suspicious Persons, Suspects, and Prisoners

Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

- 1 Unacceptable – Violates officer safety practices as outlined in SEG 20 (above). Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.
- 4 Acceptable – Follows acceptable safety procedures with suspicious persons, suspects, and prisoners. Routinely works with an officer safety mindset.
- 7 Superior – Foresees potential dangers or hazards and acts to mitigate or eliminate them. Consistently maintains control and a position of advantage during contacts in the field. Remains alert to changing events and adjusts accordingly to maintain safety and control. Serves as a model for officer safety.

22. Control of Conflict: Voice Command

Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

- 1 Unacceptable – Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/ commanding tone of voice.
- 4 Acceptable – Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of how and when to use them. Commands usually result in compliance.
- 7 Superior – Completely controls situations with voice tone, word selection, inflection, and command bearing. Restores order in even the most trying situation through voice and language usage.

23. Control of Conflict: Physical Skill

Evaluates the trainee's ability to use the proper level of force for the given situation.

- 1 Unacceptable – Employs too little or too much force for a given situation. Is physically unable to gain compliance or effect an arrest. Does not use proper restraints or uses them improperly.
- 4 Acceptable – Obtains and maintains control through the proper use and amount of force. Uses restraints effectively.
- 7 Superior – Displays above average knowledge and skill in the use of restraints. Extremely adept in employing the proper use of force for a given situation. Understands the legalities involved in the use of force.

24. Problem-solving Techniques/Decision Making

Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.

- 1 Unacceptable – Acts without thought or good reason. Avoids problems. Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Does not assess a proper or effective response to the problem. Is unable to reason through a problem and come to a conclusion. Is unable to choose alternative solutions. Is indecisive, naive. Cannot recall previous solutions and apply them in similar situations.
- 4 Acceptable – Able to reason through a problem and come to an acceptable conclusion in routine situations. Perceives situations as they really are. Is capable of explaining what a problem-solving model is. Generates proper questions designed to identify problem. Generally able to choose a solution. Analyzes response for further action. Makes decisions with little assistance. Makes reasonable decisions based on information available.
- 7 Superior – Able to reason through most routine and complex situations and reach appropriate conclusions. When confronted with a problem, uses department-endorsed problem-solving approach/model. Has keen perception. Identifies root causes of problems, not just symptoms. Anticipates problems and prepares potential resolutions in advance. Relates past solutions to present situations, and selects workable solutions. Properly assesses response, adjusts accordingly, and plans for follow-up.

25. Communications: Appropriate Use of Codes/Procedure

Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.

- 1 Unacceptable – Violates policy concerning use of communications equipment. Does not follow correct procedures. Does not understand or use proper communication codes/language.
- 4 Acceptable – Complies with policy and accepted procedures. Has good working knowledge of most common codes/language and uses communication equipment appropriately.
- 7 Superior – Consistently adheres to department communications policies. Has superior working knowledge of codes/language used during communications, and properly applies that knowledge as appropriate.

26. Radio: Listens and Comprehends

Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

- 1 Unacceptable – Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.
- 4 Acceptable – Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.
- 7 Superior – Is aware of own traffic and what is occurring throughout the service area. Always recalls previous transmissions and uses that information to advantage.

27. Radio: Articulation of Transmissions

Evaluates the trainee's ability to communicate with others via the law enforcement radio.

- 1 Unacceptable – Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly. Multiple complaints regarding trainee's use of the radio.
- 4 Acceptable – Uses proper procedure with clear, concise, and complete transmissions. Few complaints regarding trainee's use of the radio.
- 7 Superior – Transmits clearly, calmly, concisely, and completely, even in stressful situations. Transmissions are well thought out and do not have to be repeated. No complaints regarding trainee's use of the radio.

28. Mobile Computer Terminal (MCT): Use/Comprehension/Articulation

Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MCT.

- 1 Unacceptable – Does not understand dispatch and/or message formats. Does not recognize messages addressed to his/her unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.
- 4 Acceptable – Understands the operation and formats required for all function and status keys. Can communicate by administrative message. Understands message, dispatch, and database formats used daily by officers. Properly updates status. Readily recognizes officer safety issues involved in the disposition of calls. Types clear and brief messages. Adheres to FCC regulations and department policy.
- 7 Superior – Consistently recalls dispatch information without running summaries. Understands CAD, RMV, LEAPS/CJIS error messages. Proficient in use of all function keys, administrative messages, and BOLO file retrieval.

KNOWLEDGE

29. Department Policies and Procedures

Evaluates the trainee's knowledge of department policies/ procedures and ability to apply this knowledge under field conditions.

a) Reflected by Verbal/Written/Simulated Testing:

- 1 *Unacceptable* – When tested, answers with less than 70% accuracy.
- 4 *Acceptable* – When tested, answers with at least 70% accuracy.
- 7 *Superior* – When tested, answers with 100% accuracy.

b) Reflected in Field Performance:

- 1 *Unacceptable* – Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.
- 4 *Acceptable* – Familiar with most commonly applied department policies, regulations, procedures, and complies with same.
- 7 *Superior* – Has an excellent working knowledge of department policies, regulations, and procedures, including those less known and seldom used.

30. Criminal Statutes

Evaluates the trainee's knowledge of the criminal statutes [Penal Code (PC), Vehicle Code (VC), Welfare & Institutions (W&I), Business & Professions Code (B&P or BPC), Health & Safety Code (H&S or HSC), and all city/ county codes] and his/her ability to apply that knowledge to field situations.

a) Reflected by Verbal/Written/Simulated Testing:

- 1 *Unacceptable* – When tested, answers with less than 70% accuracy.
- 4 *Acceptable* – When tested, answers with at least 70% accuracy.
- 7 *Superior* – When tested, answers with 100% accuracy.

b) Reflected in Field Performance:

- 1 *Unacceptable* – Does not know the elements of basic code sections. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.
- 4 *Acceptable* – Recognizes commonly encountered criminal offenses and applies appropriate code section. Recognizes differences between criminal and non-criminal activity. Correctly identifies violation(s). Provides correct court assignments and dates.
- 7 *Superior* – Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. Consistently able to locate lesser known code sections in reference material.

31. Criminal Procedure

Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

a) Reflected by Verbal/Written/Simulated Testing

- 1 *Unacceptable* – When tested, answers with less than 70% accuracy.
- 4 *Acceptable* – When tested, answers with at least 70% accuracy.
- 7 *Superior* – When tested, answers with 100% accuracy.

b) Reflected in Field Performance

- 1 *Unacceptable* – Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.
- 4 *Acceptable* – Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.
- 7 *Superior* – Follows required procedure in all cases, accurately applying the law relative to searching, seizing evidence, release of information, and effecting arrests.

AGENCY-SPECIFIC

32. Elementary School Visit

1 Unacceptable –

4 Acceptable –

7 Superior –

(SEGs adapted from those first developed by the San Jose, California, Police Department, improved upon by the Houston, Texas, Police Department, revised by Glenn F. Kaminsky in 1986, 1991, 1997, and 1999, and added to by Jerry Hoover, Chief of the Reno Police Department and by the Sacramento County Sheriff's Department, and was further revised in 2011 by POST staff.)